**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Yesterday we learned how to show numbers on a ten frame. We learned that ten is made up of two parts. Using your ten frame, can you tell me the parts that make the sum of ten? Ten is \_\_and \_\_\_. How did you get that answer? Does anyone have a different answer?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1 This is the word ‘whole’. Repeat it three times. Tell your partner what you think it means. The teacher shows an example. She shows an apple and says ‘This is a whole apple’. Then she cuts the apple in half and explains the whole is made up of parts. She holds up half of the apple and says ‘This is not a whole apple any longer’. Retell your partner what you think a whole means. Day 2 Restate the student’s definition of ‘whole.’ The students will write down the definition in their math journal.  Day 3 The student will draw a picture of a whole object in their math journal.  Day 4 The students will use a ten frame to show the parts that make up the number ‘ten’ as a whole. Show ten counters on a ten frame.  Day 5 Discuss that when the ten frame is full, it represents a whole number ten. Have the children remove two counters on the ten frame. Ask them if that represents ten as a whole number. You can also use a five frame to represent the whole number ‘five’.  Day 6 Read the ‘Ten Dots’ story. Play the game ‘Concentration’ with pictures of five and ten frames, part and whole. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  The concept being taught is Envision lesson 5.4 ‘Finding Missing Parts of 10’.  The teacher displays 10 cubes that represent dogs. She tells a story about 10 dogs playing in the park. She says that some owners came to the park and called their dogs. She covers up some dogs with a bowl. The students can only see 6 dogs. She asks ‘How many dogs are gone?’ ‘How did you get that answer?’ ‘Does that answer make sense?’  The teacher demonstrates how to draw the problem on the model provided on the worksheet on the whiteboard. The teacher draws a picture of the 10 dogs on the whiteboard. She divides the box in half. The ones that are seen are placed on one side of the box under ‘part I know’ and those that left or were covered up were placed on the other side of the box under ‘missing part’. The teacher asks ‘If we start with ten dogs, how many dogs left with the owners? How did you get that answer?’  The teacher then writes on the board the number of the part that is known. The teacher then asks ‘What is the missing part? How did you find that answer?’ The teacher writes the number of the part that is missing.  The teacher can guide the students by using other culminations of numbers to make 10. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Partners need to have a paper bowl and 10 counters.*  *One student puts some counters under the bowl. The rest of the counters are left out. The other student tells how many counters under the bowl are needed to make ten. The student asks his partner ‘How did you get that answer?’*  *Then the students switch places and continue with the game.*  *Later the teacher can ask questions like ‘If your partner hides all the counters, what are the parts of 10 that you write?’* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  The students on their own will practice different number combinations finding missing parts of ten. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use the Quick Check Master on lesson 5.4. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  Play the games ‘Look and See’ on lesson 5.4. | |
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| **HOMEWORK** | |
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